

Dear Parents/Guardians of Grade 5 students:

Welcome to the 2015- 2016 school year! We are thrilled and honored to have the opportunity to teach and work with your students. Please make sure that you and your student(s) read through the Grade 5 syllabi packet as each teacher has outlined his/her guidelines, grading policies, expectations, and course curriculum for the year.

We have an important and exciting year ahead of us in all classes. From building confidence in math skills, to exploring the mysteries of science, to learning Latin culture and vocabulary, to sharpening critical reading and writing skills, to exploring the cultures and geography of the world around us, to exploring the self through physical education and the arts, our students are in for a busy and engaging year!

The fifth grade is a transition time for students coming into Latin. Throughout the year we teach them responsibility, organization, and practical study skills. As a team we have come up with a color-coded, binder and notebook system to help students stay organized, we've discussed how much homework can be assigned in a night, and we've made a commitment to not overwhelm students with assignments, tests and quizzes. Please help your students rise to the challenges that we will set for them by checking that they do their homework nightly, that they utilize their planner to stay organized, and that their backpack has an organizational system that works. Together we can start to instill valuable skills that will last a lifetime.

To help you stay informed as a parent/guardian we have come up with three avenues of information – the wikispace, an e-newsletter, and access to PowerSchool, our grading system - that we will put out there for your use; however, the best source is always asking your student about the day, assignments, and what is happening in class!

The wikispace (<http://wlpccsmiddleschool.wikispaces.com/>) has a page for each teacher to post homework, upcoming assessments, worksheet links when possible, enrichment work et cetera. The wikispace will be updated by 5pm with assignment snapshots of the coming week; however, it is not a replacement for a student's own planner and sense of responsibility with papers and assignments. It is a safety net and an informational page for parents/guardians.

PowerSchool (<https://latinpcs.powerschool.com/public/home.html>) is our online gradebook system that allows you to see your student's progress, missed assignments, and assessment results. Your login and password will be emailed to you by Mr. Ryan Benjamin.

To help parents/guardians stay better informed of upcoming field trips, projects, and simply the curriculum of their child's classes, the fifth grade team will be sending out an e-newsletter via a 5<sup>th</sup> grade email listserv about once a month.

We look forward to a wonderful year with your students. In order to get all timely information, please fill out, sign, and detach the contact information page/questionnaire and send it back with your student tomorrow so that we may know the best way to contact you and that you have received this packet.

We look forward to getting to know you over the school year!

Sincerely,

Your 5<sup>th</sup> grade teachers

## **A NOTE ON ROLLING BACKPACKS:**

**Due to safety concerns, organizational habits, and space, the 5<sup>th</sup> and 6<sup>th</sup> grade team kindly requests students not bring rolling backpacks to school.**

### **Safety:**

We have found in our time teaching that rolling backpacks often pose more safety concerns in the hallways, on the stairs, and in the classroom than traditional backpacks or tote bags. Some students treat them as toys or are unaware of what they are rolling over in moving from one class to another. Many students are incapable or unwilling to pick them up when moving up and down stairs; dragging them down a flight of stairs is both dangerous to others and destructive to the property.

### **Organizational Habits:**

The 5<sup>th</sup> and 6<sup>th</sup> grade teachers make a conscious effort to teach students how to organize their work and use their lockers so that a student does not have to haul all materials home every day. In addition, we are fortunate to be able to request that students leave textbooks at home because we have access to class sets in the room should a student need a book during the school day.

In our time teaching, we have found that students with rolling backpacks tend to make less conscious decisions about what they are hauling around, and as a result, the level of organization tends to be lower.

### **Space:**

While our classrooms and hallways are certainly bigger than they ever have been before, the space a rolling backpack takes up compared to a well-tended traditional backpack is still considerate. We prefer to use the space we have in rooms and hallways for learning, not storage.

### **Health:**

As a team, we certainly recognize the health concerns around the weight of a backpack and the lure of the rolling bag. By requesting students leave textbooks at home, teaching them how to use lockers, and conducting regular clean outs of bag and binders, we hope to minimize the weight on our students' backs.

***Should you feel strongly that your child should be allowed a rolling backpack for health reasons, please bring a doctor's note to Mrs. Pike, the 5/6 Grade Director.***

## 5<sup>th</sup> Grade Supply List 2015 - 2016

Fifth grade is an important transitional time for our students that can be fun and exciting. In order to introduce new organizational skills and alleviate any confusion, we have adopted a color-coded system for each subject. Some classes will use colored binders and notebooks, some will just use colored notebooks. Please do not deviate from the colors listed below, as these details will be important for organization and study skills!

### English:

- Black spiral notebook
- a black folder with pockets

### Science

- Blue spiral 2 subject notebook
- Blue folder with prongs

### Geography

- an 8.5 by 11 red notebook with a plastic cover
- Red folder with prongs

### Math

- an 8.5 x 11" purple notebook with a plastic cover. (College ruled is preferred, and without perforated pages is best)
- Plastic purple folder with brads
- Colored Pens (NOT black!)
- Highlighters

### Latin

- 2 packs of index cards on a spiral
- Voluntary \$5 contribution for Latin workbook costs
- Green folder with prongs

### Theater

- Orange two-pocket folder

### P.E./Health

- Yellow 2-subject notebook
- Index cards (2 packs)
- Yellow two-pocket folder

### Required general supplies:

- WLPCS Planner (available from the front office for \$5)
- Folder with two pockets for homework
- mechanical pencils OR pencils with handheld sharpener
- pens
- pencil case or bag (zip bags recommended as they don't break open when dropped)
- colored pencils
- dry erase markers (dozen)
- glue-sticks
- 2 boxes of Kleenex to be donated to the advisory
- Disinfectant wipes
- Reinforcement stickers
- Hand sanitizer
- lined paper

### Optional

- scissors
- small pack of crayons/markers
- mini-stapler

### A NOTE ON ROLLING BACKPACKS:

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*Should you feel strongly that your child should be allowed a rolling backpack for health reasons, please bring a doctor's note to Mrs. Pike, the 5/6 Grade Director.*





**WASHINGTON LATIN PUBLIC CHARTER SCHOOL**  
**PHYSICAL EDUCATION AND ATHLETICS**

**Mr. Richard Bettencourt**

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**Physical Education**

The Washington Latin PCS Physical Education and Health program is designed to allow students to have a greater understanding of the needs of the body, foods the body needs, how the body and systems in the body works and to develop and strengthen the physical, social and emotional needs of children participating in athletic, fitness related, and recreational activities. This program will also show students the correlation between health and physical education and the importance of both for a healthy lifestyle. The program encourages students to participate in and enjoy a variety of activities.

It is the primary goal of the health/physical education program that each child enjoys every class and activity while participating in a socially comfortable atmosphere. During the health classes, students will be required to actively participate in each class. During physical activities, competition and winning and losing have little emphasis within the parameters of the physical education curriculum. Fair play and good sportsmanship are encouraged and expected in all activities.

Goals of the Washington Latin PCS Physical Education program:

- To develop a greater understanding of what the body requires
- To develop a greater understanding of how the body and systems in the body works
- To determine the correlation between health and physical education
- To develop fundamental and age-appropriate skills.
- To develop physical, social and emotional growth.
- To develop compassion and good sportsmanship.
- To promote responsibility.
- To develop a feeling of enjoyment and self-accomplishment.
- To develop an understanding that winning and losing are not the ultimate end in athletic participation.

Washington Latin Physical Education classes are designed to give students the opportunity to learn through a comprehensive, sequentially planned program in accordance with the National Standards for Physical Education. The emphasis is on the development of the student's physical fitness and needs by manipulating a variety of activities to achieve that goal. Students will learn the correct techniques for throwing, catching, striking, kicking, trapping, and dribbling. Students will learn to analyze their performances in order to learn or improve a movement skill. Students will learn fitness concepts, participate in a variety of fitness development exercises, assess their personal fitness, and set goals for improvement or maintenance. Daily classes will contain a portion of the class devoted to a focus on fitness and a focus on skills.

### **Physical Education Uniforms**

Each student in 5<sup>th</sup> and 6<sup>th</sup> Grade is required to purchase a P.E. uniform at the beginning of the school year. The uniform consists of a grey Latin t-shirt, a pair of cardinal Latin mesh shorts, a grey Latin sweatshirt, and a pair of grey Latin sweatpants, plus a P.E. bag. The P.E. uniform will be required during all classes in order to participate. If a uniform is lost, then a new one will need to be purchased.

Each student must also have a small bag to put their clothes in during class. These bags will be locked up during class. Backpacks are too large for storage. Latin PE bags are available for purchase. You may bring your own small bag.

Families qualifying for Free & Reduced Meals(FARMS) will be given ONE(1) complete set of PE clothing. Please indicate this below. I will check our list at school to confirm qualification. Your name must be on the list to receive this benefit. Replacement items will be charged at the normal costs.

The students are asked to bring a pair of lace-up sneakers that can be kept in their locker for use in class.

Physical Education classes take place outside throughout the school year. Students will be able to wear their jackets, along with a knit winter cap and gloves, or mittens on days that warrant use. Baseball caps are not permitted.

### **Grading**

Physical Education grades are issued at the end of each quarter, but are updated in Power School weekly. Grades are determined by assessing each student as an *individual*, and not how they compare to their peers. The following is a breakdown of the categories used to determine Physical Education grades:

- |  |          |
|--|----------|
| 1. <b>Application of Instruction</b>                                     | 5 Points |
| Applies instructional concepts and strategies in intramural play.        |          |
| 2. <b>Attentiveness</b>  | 5 Points |
| Pays attention to class instruction and follows directions.              |          |
| 3. <b>Participation</b>  | 5 Points |
| Sustains participation throughout physical activity.                     |          |
| 4. <b>Physical Potential</b> - the effort grade!                         | 5 Points |
| Works up to physical potential.  |          |
| 5. <b>Respect</b>  | 5 Points |
| Displays good sportsmanship, respect for others and a positive attitude. |          |

|  |                       |
|--|-----------------------|
| *Students will receive a zero(0) for Participation and Physical Potential if not dressed properly. They will be able to earn points in the other categories. | -----<br>25 pts/Class |
|--|-----------------------|

**PE Class Schedule** - The class schedule/rotation is posted at [www.LatinAthletics.org](http://www.LatinAthletics.org)



Washington Latin Public Charter School  
Physical Education and Athletics

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### **Health Education**

The Washington Latin PCS Physical Education and Health program is designed to allow students to have a greater understanding of the needs of the body, foods the body needs, how the body and systems in the body works and to develop and strengthen the physical, social and emotional needs. Our program shows students the correlation between health and physical education and the importance of both for a healthy lifestyle. A variety of topics such as the following will be covered: Wellness, Mental and Emotional Health, Stress Management, Alcohol, tobacco, and other drugs, Injury and Violence Prevention, Physical Activity and Nutrition, Life Skills, Conflict Resolution

### **Supplies:**

- 1. Spiral Notebook**
- 2. Folder**

### **Participation**

All students are expected to participate in class. Participation includes being prepared and asking questions.

### **Assignments/Journal**

Each student will be required to keep a health journal. The first five minutes of class will be dedicated to entering information into the journal. In addition to the journal various assignments may be given in each class.

### **Quizzes**

Students will be quizzed on vocabulary and topics covered during class. It is imperative that each student keeps notes during class. Quizzes will be OPEN note.

### **Grading**

|                              |     |
|------------------------------|-----|
| Participation                | 50% |
| Assignments/Journal/Notebook | 30% |
| Quizzes                      | 20% |

**PE/Health Schedule** - The class schedule/rotation is posted at [www.LatinAthletics.org](http://www.LatinAthletics.org)



## **How can we communicate through Theater?**

Fifth graders are by their very nature, uniquely curious, willing to communicate and stretch their wings and ready to take chances with new experiences.

Essential questions will be addressed and explored, such as; What is Theater? How is Theater created? Where did Theater come from? Why does an audience go to the theater? What do you want to feel at the theater? How do we gain a deeper appreciation of not only the world of Theater, but also its relationship to our contemporary world, our cultural influences, and ourselves?

Through cooperative efforts we will discover, create, analyze, and problem-solve to complete common goals and create community.

### **Greek Theater History**

The origin of Western Theater traditions is understood in the study of Greek Theater. Students will build vocabulary, identify key elements of Aristotle's Poetics, and see how the traditions of Greek Comedy and Tragedy shape our modern Theater.

### **Acting Work**

This course will encourage students to observe the world around them. Imagination work and the study of character, teamwork and story will be explored in improvisation, team-building exercises and the tradition of storytelling. Fairy Tales will be studied to understand how an actor develops character. Observation skills will be developed to understand Human character and behavior. In-class performance projects will help us to assess students' mastery of the Theater curriculum.

### **Journaling**

Students will keep daily journals in the classroom to record thoughts about Theater, performance, people, history and stories. The use of proper spelling and grammar will be encouraged but the flow of feeling and thought takes precedence.

### **Voice and Movement**

The Voice and the Body are two of the most important Actor's tools. Regular work on developing these tools is the backbone of this course and like the human backbone, learning these skills will help students build a foundation from which they can stand up and speak out.

## Theater 5<sup>th</sup> grade Syllabus

### Grading

|                         |     |
|-------------------------|-----|
| Homework                | 15% |
| Class work and projects | 25% |
| Assessments             | 20% |
| Participation           | 40% |

### Late Homework – Daily Assignments and Long-Term Projects

#### *Daily homework*

The point of homework is to advance a student's learning through independent practice and/or exploration. Homework and class work are often intertwined and homework provides the catalyst for a day's lesson. We will therefore not accept late homework for full credit; students who turn in completed homework on the day it is due (the degree of completion being the province of the teacher) will receive full credit; students who fail to turn in homework on the day it is due will receive only partial credit for that daily assignment. Individual teachers will grant exceptions to this policy for illness, significant family events, or anything else a teacher deems worthy of exception.

#### *Long-term projects*

The work for most projects in Theater will be done in class. However, we expect students to continue their efforts outside of this class time. Because we take seriously our responsibility to teach students how to manage their time and plan for a long-term project, we take a different approach with anything that requires more than one or two days to complete. Students who complete a long-term project on time are eligible to receive full credit; students who hand in a long-term project one day late can receive no better than a B, and students who turn in a long-term project two days late can receive no better than a C. At the end of the two-day period, teachers may decide to give students partial credit for the work they have done on a project or they may decide to give a student a failing grade. Individual teachers will determine any exceptions for illness, significant family events, etc.

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# Fifth Grade Latin 2015-2016

**Magistra Deletrix (Ms. Daugherty)**

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<http://wlpcsmiddleschool.wikispaces.com/Daugherty>

*Salvete, discipulí!*

**Welcome to Latin!**

## **Course Goals**

- To learn about the language, customs, history, mythology, and art of the Greeks and Romans
- To strengthen student vocabulary through derivative study
- To use common Latin phrases successfully
- To strengthen the students' grasp of English grammar through the study of Latin grammar
- To understand why the study of language and ancient culture is relevant and important today

Maybe you have already learned or heard a few things about Latin or the ancient Romans before. What do you already know?

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Not many 5<sup>th</sup> graders get to study Latin! What do you think you are most excited to learn in Latin this year?

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## **Supplies**

We will meet every day for about 50 minutes. For every class you'll need to bring the following supplies with you:

- Latin workbook - \$10 for both 1<sup>st</sup>/2<sup>nd</sup> semester workbooks (\$5 each to offset costs of binding)
- a **GREEN** pocket folder with brads
- two sets of spiral bound index cards (only on vocab check days)
- A pen or pencil (pencil bags/boxes are handy)
- Any homework that is due
- School planner to write down homework
- An open mind and a fun attitude!

**Please have these supplies in class no later than this Friday.**

## **Class Principles**

In our class, we operate on a set of principles for moral behavior. The most important principle of our classroom is:

### **TRUST**

Another important principle is that you should always **be nice** (be considerate of others!) and **work hard** (always do your best!).

What motivates people to be nice?

1.

2.

3.

4.

5.

6.

**Homework:** Find a quote you like about \_\_\_\_\_. Write the quote on the construction paper I provided – make it look nice and wowsy. On the back of the construction paper, write a paragraph (5 sentences) about what this quote means to you. These will be **due this Thursday**.

You will be graded on:      effort/neatness (1 point)      capitalization and punctuation (1 point)  
spelling (1 point)      appropriate quote (1 point)      paragraph length (1 points)

This is one of my favorite quotes on the subject:

*Don't bother just to be better than your contemporaries or predecessors. Try to be better than yourself.*  
~William Faulkner

## Daily Classroom Procedures

**Ninja Time:** The first five minutes of class are “ninja time” – a time of absolute silence to refocus your energy and prepare yourself for Latin class. There is to be **no talking during these five minutes**, but if you have an *urgent* question you may raise your hand and wait for Ms. Daugherty to come and help you.

You should use this time to complete 3 tasks:

**1. Get prepared for class.**

On your desk you should have:

- pen/pencil (borrowed in exchange for a shoe if needed!) ☺
- Latin workbook (open to any homework that is due)
- Planner
- Intrat/exit slip

All other materials for other classes or extra books should be put away.

**2. Write down homework in your agenda**

**3. Intrat/Exit Slip:** On the board, there will be a simple question for you to complete on your brightly colored intrat/exit slips. The intrat questions are a part of your participation grade, but not graded on having the right answer – so just do your best!

**Any remaining time should be spent silently reviewing Latin notes or vocabulary.**

Once the five minutes are over, we will greet each other (Salvete!) and go over the Intrat activity. We may then discuss our Latin phrase (LYCU) or start our lesson.

**LYCU:** 2-3 times a week, we will learn a new LYCU phrase (Latin You Can Use). These are common phrases in the Latin language that are still used today. You may already be using these phrases without even knowing it!

**Vocab Victory** will follow. This is a chance for students to practice their vocabulary on a daily basis. The teacher will have a group of index cards with the Latin form of a vocab word on one side and the English form on the back. Each student will be shown an index card and will have 10 seconds to translate. The student can pass to the next student if they are unsure of the word with no penalty. After everyone has been called on, the teacher will count the number of cards the class knew. Each class will be in competition with one another for the week. The winning class for the week will receive a treat. The class with the most weekly victories will receive a prize at the end of the semester.



We will then spend the big chunk of class diving into new adventures and activities that the Latin language has to offer! ☺

**Homework** will be assigned on an almost daily basis and will help you pace yourself to be on track to finish the unit when it is due. Notes, vocabulary lists, homework assignments, and worksheets will be completed in your workbook and **will be collected for an organization grade** - so be sure to complete your notes thoroughly and neatly! Some homework assignments can be completed online instead of in the workbook.

**Exit Slips:** At the conclusion of each class, students will be required to turn in an exit slip in order to be dismissed. The exit slip will consist of a question about what was covered in class that day. Completed exit slips, correct or incorrect, will count towards participation grades for the day and will help the teacher gauge students' understanding of the lesson.

## **More Classroom Procedures**

**Attention Signals:** When the teacher needs everyone's attention or people to re-focus, she will use a variety of signals to gain attention. These may include counting down, claps, or verbal cues. When these attention signals are given, students will put aside any conversations and work and will quietly focus their attention on the teacher so as not to miss any important directions.

**Raising your hand to speak:** Students will be expected to raise their hand and wait to be called on when they wish to ask a question or respond to comment from another student. This is to guarantee that no one is interrupted when they are speaking and everyone is given an equal chance to speak. Some questions may go on the Burning Question Wall to be addressed later.

**Water:** Students must take water breaks before or after class. Students will not be allowed to get water during class time. Students may have bottled water (no soda or juice) **ONLY** if it has a cap and they are not distracting others when drinking it. **No food or gum** will be allowed during class.

**Emergency Bathroom Passes:** Students are expected to take bathroom breaks before or after class, however, in the event that one *really* needs to go, an emergency bathroom pass may be used.

**Absences/lost handouts:** You are responsible for work you missed while absent. You should check the wikispace, schoology, and the "If you were Absent" binder for any missed handouts. Having a reliable class buddy to explain what you missed is also very wise!

**Class Pecuniae:** Each class has the opportunity to earn daily coins for class behavior (see chart on board). The classes compete to earn the most pecuniae in a quarter to earn treats and half a day of a preferred activity.

**Participation Points:** Your participation grade will be based on the following components:

- **Be prepared:** have all your supplies (pen/pencil, folder, workbook, planner), be on time, and be in uniform
- **Be engaged:** contribute to the class discussions or activities, listen, do not distract others, and follow directions
- **Complete your Intrat and Exit Slips**



- Students can also earn extra points and recognition with hard work, acts of kindness, or other positive behaviors.

**What kind of behavior do you think earns extra points?**

**Class Dojo** – Participation can be tracked using Class Dojo (more info on this site coming soon) and the resulting percentage for each week will be used to calculate the weekly grade given in Powerschool.

**Warnings, demerits, and beyond:** If a student is engaging in disruptive behavior, he/she will first receive a warning and lose participation points. If the student continues, the 5<sup>th</sup> grade Dean and parents will be contacted. Some of these steps may be skipped depending on the behavior.

**What kind of behavior is inappropriate?**



## **Grades and Mastery Based Learning**

Students learn in different ways and at different paces. In an effort to solve this problem, I am implementing a mastery based learning system this year which will allow students to move at their own pace and personalize their learning. Students will work on a playlist of assignments in order to complete a unit at his/her own pace, and they will not be able to proceed to a new unit until they have mastered the material.

Grades will be based on these categories:

**14.4% - Class participation** (See participation points above)

**65% - Unit Mastery** Each unit is comprised of several activities, notes, vocabulary practice, and quizzes. While homework is assigned daily and students should keep on pace in order to finish a unit when it is due, students will be allowed to redo activities to reach the level of completion required. Some of these assignments will be digital to allow for immediate feedback and for students to correct and learn from mistakes quickly. They can use each unit's playlist to track their progress and understand requirements of each completion level. Quizzes are also included in this segment, and students will be able to redo quizzes to reach a required score before moving on to the next unit. There are ten units, each worth 65 points, so that a student can complete a unit on the following levels of mastery:

| Basic | Proficient | Advanced |
|-------|------------|----------|
| 39    | 52         | 65       |

Provided that a student performs well in the other categories, he/she can set goals to earn the following grades according to a plan of completion:

| C : Basic Mastery  | B : Proficient Mastery   | A : Advanced Mastery                                     |
|--|--|--|
| Complete all ten units with a basic level of mastery<br>OR<br>Complete 6 units with an advanced level of mastery | Complete all ten units with a proficient level of mastery<br>OR<br>Complete 7 or 8 units with an advanced level of mastery | Complete 9 or 10 units with an advanced level of mastery |

**7.5% - Mythology Unit** Students will be learning all about the Olympian gods of ancient Greece and Rome. They will make a profile about each god/goddess based on Myth Days in class and complete a follow-up activity. These books will be turned in at the completion of the unit.

**5% - "Wanted: Latin, Dead or Alive" Project** Latin is everywhere! You will be creating a folder collecting pictures of Latin phrases and anything that references classical mythology or classical history. There will be a separate hand-out provided later for more details on this super cool project.



**2% - Timeline Project** End of the year research project

**6.1% - Final exam** – The final exam will be based on all the basic material across the units.

## **Frequently Asked Questions about Mastery Based Learning**

### **What is mastery based learning?**

Mastery based learning is a method in which students make progress according to individual proficiency rather than a whole group pace. On my wiki, I have posted a handful of neat articles that explore this topic further.

### **Why are you doing this in 5<sup>th</sup> grade Latin?**

The study of a language includes several foundational concepts that will build to fluency. Latin is a new subject for all 5<sup>th</sup> grade students, and so they can all approach the subject from a common level. If a student does not understand one concept, he will become lost in trying to understand the next building block – so it is important to give each student the time he needs to work towards mastery at his own pace.

### **What are the advantages and disadvantages of this system?**

One of the disadvantages is that keeping track of a student's progress can seem complicated and incompatible with traditional grade books (or PowerSchool's quarterly grades). However, the ability to meet a student at his/her level, allowing each student to achieve individual measures of success is worth it. Students can understand and be accountable for exactly what they need to do in order to make progress in each unit.

### **How can I check on my child's progress?**

The best way to check progress is to use the playlist for each unit – this will be in the Latin workbook, stapled to the front of each unit page, and assignments are highlighted when completed at the levels of mastery. Also for each unit, there will be 13 assessments tracked in PowerSchool, each worth 5 points, so that:

3/5 = basic mastery      4/5 = proficient      5/5 = advanced

**NB:** Students are able to work on a unit from an earlier quarter in order to raise a grade even if that quarter deadline has passed. This is **different** from other 5<sup>th</sup> grade classes in which we have a no late work policy.

**Online Tools** - We will be using a variety of online tools to practice Latin (like schoology.com or memrise.com) and keep track of class participation (like Class Dojo). Soon, I will provide a comprehensive list and explanation of these sites with usernames and passwords to keep in one handy place – so stay tuned for more!

## **Learning Latin resources for parents...**

1. **Learn Latin with your child.** Starting from the beginning, take about 15 minutes each week to review our notes and handouts. This will help you have a general grasp on Latin grammar and the vocabulary we are learning in class.

\*\*\* Extra Credit – tell your child that you want to learn Latin too and ask them to teach you a short lesson each day. This is a great way for them to review the material as well!

2. Check out **the youtube channel for Latin Tutorials:**

**<https://www.youtube.com/user/latintutorial>** -

3. **Books!**

Minimus – These are the textbooks that I used previously to teach 5<sup>th</sup> grade Latin – I have plenty available if you would like to borrow a copy.

Wheelock's Latin – For those who enjoy straight-forward material and want to have it all in one book, this is the classic textbook of college Latin studies.

# Fifth Grade Math 2015-2016

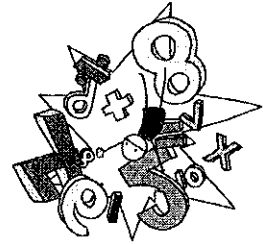
Mrs. Minera

contact information: [nminera@latinpcs.org](mailto:nminera@latinpcs.org)

Wiki: <http://wlpcs5.wikispaces.com/Mrs.+Minera>

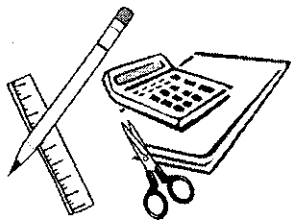
## Course Goals

- To strengthen basic mathematical skills, ensuring a strong foundation for further mathematical study.
- To gain skills that will help students make sense of problems and persevere in solving them.
- To develop writing and reasoning skills in a mathematical context.
- To discover new mathematical concepts using an inquiry based approach.
- To work in depth with fractions to solidify student understanding of rational number operations in preparation for applying these skills to algebraic equations.
- To gain an introduction to fundamental algebraic concepts.
  - Please explore the textbook's Table of Contents (specifically pages viii to xiii) if you would like to see the specific topics being covered in this course.



## Supplies

For **every class** you will need to bring the following supplies with you:



- A **SHARPENED** pencil (yes, mechanical pencils are ok!)
- A colored pen (not black)
- Your Interactive Math Notebook
- Your Planner
- ☺ A SMILE

## Daily Classroom Routine

### Getting Started! (Ninja Time)

You will enter the classroom silently (like a ninja!) and in proper uniform. The first 5-10 minutes of class are silent. You will use this time to:

#### 1. Get prepared for class.

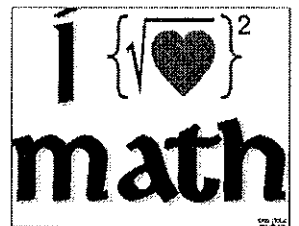
- Make sure you have a sharpened pencil (**Math class is a NO PEN ZONE**)
- Make sure all unnecessary supplies are put away inside of your desk

#### 2. Check Homework

- Take your homework out and begin checking your answers with a **COLORED** pen. Be ready to ask questions about any problems you did not understand.

#### 3. Complete a do now if there is one

Once the 5-10 minutes are over, we will go over your homework.



### Game Time: Factor Facedown!

Factor Facedown is a multiplication competition. If you want to dominate: STUDY STUDY STUDY the facts that you don't know- 10 minutes a day goes a long way!

### Let's Learn Something New!

You will be introduced to the objective for the day covering a new math concept. On some days, Mrs. Minera will teach a lesson based on that objective. Your job during this time is to take notes in your notebook, answer questions and ask good questions. On other days, you will work in smaller groups in math stations on different activities that will help you learn and/or practice new concepts.

### Homework

On many days, you will have the time to get started on your math homework in class. Use this time to ask Mrs. Minera for help with any of the concepts that you are having trouble with.

### Exit Ticket

Complete the Exit Ticket problem(s) to the best of your ability in order to escape math class!

### Homework

Each homework assignment is to be completed in your Interactive Math Notebook on the right hand side of the corresponding lesson. Most homework problems will be taken directly from the "Check Your Understanding" and "Homework Exercises" sections of the corresponding lesson in your textbook. Use your textbook, your notes and the video tutor as a resource any time you struggle with an assignment. You are expected to write your homework in your planner daily. Mrs. Minera will check your homework for effort and completion each day. Refer to the homework rubric in your notebook for more information on homework grading. **NO LATE HOMEWORK IS ACCEPTED- with the exception of 1 late homework pass per quarter.**

### Classroom Rules

**CLASSROOM  
RULES** LISTEN  
& LEARN  
**ALWAYS**  
DO YOUR **NEVER GIVE UP**  
**BEST!** **RAISE YOUR HAND**  
SAY PLEASE & THANK YOU  
**FOLLOW DIRECTIONS**  
*Be respectful and responsible*  
**HONEST & HELPFUL**  
**BELIEVE IN YOURSELF**  
**WORK HARD & DREAM BIG**

These rules are posted in our classroom. I expect my students to hold themselves to the highest of standards when completing work and when adhering to the guidelines of both this class and Washington Latin as a school. There is zero tolerance for disrespectful behavior and lots of appreciation for positive behavior!

## **Classroom Procedures**

**Entering the Classroom:** All students will enter the classroom silently and get to work promptly.

**Attention Signals:** Mrs. Minera will practice several attention signals with you. If Mrs. Minera is trying to get your attention that means that you should be silent with your full attention on her.

**Raising your hand to speak:** You will raise your hand to speak unless Mrs. Minera tells you otherwise. It is unacceptable for you to call out without a raised hand unless the class is having an open discussion or seminar.

**Absences/lost handouts:** You are responsible for work you missed while absent. If you are absent, it is your responsibility to update your notebook using Mrs. Minera's notebook or another classmate's notebook. Please grab any handouts you missed from the "If You Were Absent" Binder.

**Exiting the Classroom:** In order to be invited to exit the classroom, you should be standing silently behind a tucked in chair at an organized table.

## **Enforcement of Rules and Procedures**

Our classroom expectations are posted in the classroom. Please refer to them frequently and make sure you always do your best to follow expectations.

**Positive Reinforcement:** Following rules and procedures is always expected and appreciated. If you meet and, more importantly, exceed expectations you will have the opportunity to earn rewards in a few different ways.

**Consequences:** If there is a rule or procedure that you are not following, the following will occur:

1. Mrs. Minera will communicate to you that you are not following expectations. Take this opportunity to correct your behavior.
2. If you do not correct your behavior, Mrs. Minera will hand you a "Let's Chat" card. This card is not a punishment. It is a reminder to correct your behavior and an invitation to chat with Mrs. Minera after class. During this chat, you and Mrs. Minera will discuss your behavior and possible consequences if your behavior did not improve within the class period.

## **Grades**

**1. Class participation and behavior (10%)** Each time class meets you will have the opportunity to earn participation points. When you enter class you'll start with a perfect score. However, it is possible to lose these points if you don't meet the expectations outlined in this syllabus and in class and/or come to class unprepared.

**2. Homework (20%)** Homework is assigned for a reason. Each assignment will help you to practice what you have learned in class and review concepts that you have previously learned. For this reason, it is imperative that you complete your homework every night.

**3. Classwork (15%)** This includes all work completed in class, participation in group activities and your interactive math notebook.

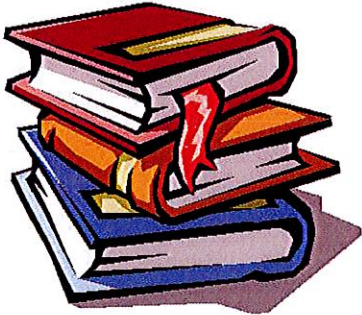
**4. Tests and Quizzes (40%)** If a student scores below an 80% on any given math test or quiz, they will be allowed the opportunity to make corrections to their test/quiz and earn half of their points back to earn up to an 80%. After receiving the test back, students will have two nights to complete these corrections.

**5. Projects (15%)** Students will complete one or more projects per quarter. Students will be informed of these projects well ahead of time.



## Fifth Grade English 2015-2016

### Ms. Mujal and Ms. Grant



Emails:

Ms. Mujal-[amujal@latinpcs.org](mailto:amujal@latinpcs.org)

Ms. Grant-[agrant@latinpcs.org](mailto:agrant@latinpcs.org)

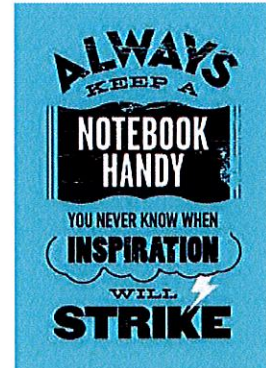
Wikipages:

<http://wlpcsmiddleschool.wikispaces.com/Mujal>

<http://wlpcsmiddleschool.wikispaces.com/Grant>

### What Students Will Need for Class Everyday

- Your student planner
- Your Writer's Notebook (black spiral notebook)
- Your 2-pocket English folder
- Your Reading Log (will make in class)
- Your amazingly complete and neat homework
- Our reading book or text
- A writing implement
- An independent reading book



**Ninja Time** The first five-to-ten minutes of class is a time of absolute silence to refocus our energy and begin English work. Students are expected to take their seats quietly, get out their English materials, write the evening's homework in their planner, and follow the directions for a brief task on the board.

**Class Time** Once Ninja Time is over, we will begin the day's activities, usually a mini-lesson followed by guided and individual practice. We will use whole class instruction, small group instruction, and one-on-one conferences. We will occasionally hold seminars to discuss essential questions.

### Homework

- Thirty minutes of independent reading every night, including weekends.
- Assigned on an almost daily basis and listed on our wiki pages a week at a time. No homework assigned on Mondays. Wednesdays are always creative writing.

## Fifth Grade English 2015-2016

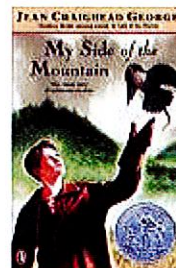
### Ms. Mujal and Ms. Grant

- Homework is due during Ninja Time. No late homework will be accepted unless student has an excused absence. Such students will have as many days to turn in the homework as they missed, i.e., missed two days, homework due two days after return.
- No homework will be assigned over long breaks, except for independent reading.
- Writing assignments may be submitted electronically as Google documents. The document itself must include a standard heading: name, date, English 5 Period \_\_, and the assignment title.

**NB:** Due to the amount of material we need to cover and time constraints, students will not have time to learn keyboarding at school. We highly recommend that students study this key skill on their own.

#### Grades

|                     |     |
|---------------------|-----|
| Class Participation | 20% |
| Classwork/Homework  | 30% |
| Projects/Papers     | 25% |
| Quizzes/Tests       | 25% |



## Curriculum Information

**25 Book Challenge** To encourage a passion for reading, we challenge the fifth graders to read **at least 25** books over the course of the academic year. This includes the books they read for English and Geography.

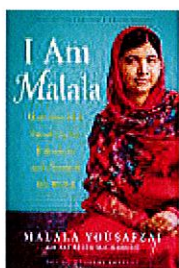
**Drop Everything And Read (DEAR) Time** The best way to improve one's reading is to read copiously. Therefore, every **Friday**, we will be reading for most of the class period. This is NOT a study hall. It is time set aside specifically for reading.

**Vocabulary Study** We will be studying words based on their Latin and Greek roots, ten words at a time. We will be exploring different methods for studying vocabulary and encouraging students to find and use the strategies that work best for them.

## Fifth Grade English 2015-2016

### Ms. Mujal and Ms. Grant

**Sentence Diagramming** This is a wonderful tool for understanding the function of words in sentences. In fifth grade, we learn how to diagram subjects, verbs, direct objects, articles, adjectives, adverbs, and prepositional phrases.



**Reading** By fifth grade, most students are fairly fluent readers. Our goal will be to help students improve their skills across the year. We will be building seven skills that good readers use: summarizing, predicting, making connections, synthesizing, inferring, analyzing, and making critiques.

Below are some specific expectations for student abilities as they begin fifth grade and our goals for the end of fifth grade.

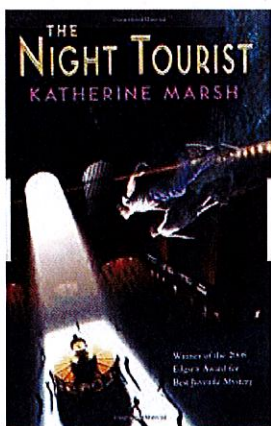
| Beginning of Fifth Grade<br>Fountas & Pinnell Level S   | End of Fifth Grade<br>Fountas & Pinnell Level U  |
|---|--|
|   |  |
| Understand concrete words   | Understand abstract words  |
| Understand one meaning of words   | Understand multiple meanings of words  |
| Identify the number of syllables in a word  | Identify the syllable breaks in words  |
| Understand that words have parts  | Use knowledge of affixes and roots to figure out word meanings   |
| Understand words literally  | Identify and explain figurative language, especially similes, metaphors, personification and hyperbole |
| Understand long sentences with complex structures, some with more than 15 words                 | Understand long sentences with complex structures, some with more than 20 words                        |
| Read dialogue with phrasing and expression that reflects understanding of characters and events | Read dialogue with phrasing and expression that reflects critical thinking about the text              |
| List favorite books, authors and genres   | Analyze why student likes a book, an author or a genre   |

## Fifth Grade English 2015-2016

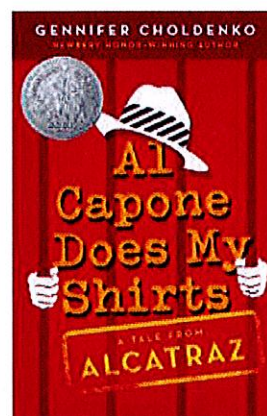
### Ms. Mujal and Ms. Grant

**Poetry** We will be exploring poetry every other Wednesday and creating poetry portfolios.

**Extreme Writing** We will build writing fluency by beginning short pieces in class inspired by an image and finishing them as homework- 5 minutes in class, 15 minutes at home. This will be done in two-week cycles.



**Four Units of Study** We will complete a unit each quarter. After reading the anchor book, students will have a choice of one of four or five book club books in the same genre to read in small groups. Students will receive a personal copy of each the anchor books and the book club books they have selected.



| Quarter and Unit Title                    | Anchor Book and Genre  |
|---|--|
| Quarter 1<br>Making It In the World       | <i>My Side of the Mountain</i><br>Jean Craighead George<br>Realistic Fiction                         |
| Quarter 2<br>Heroes                       | <i>I Am Malala (Young Reader's Edition)</i><br>Malala Yousafzai and Patricia McCormick<br>Nonfiction |
| Quarter 3<br>Literature & Myth            | <i>The Night Tourist</i><br>Katherine Marsh<br>Fantasy   |
| Quarter 4<br>Roaring 20s/Great Depression | <i>Al Capone Does My Shirts</i><br>Gennifer Choldenko<br>Historical Fiction                          |

Questions? Please feel free to contact us to discuss them. The best way to reach us is via email at [amujal@latinpcs.org](mailto:amujal@latinpcs.org), [agrants@latinpcs.org](mailto:agrants@latinpcs.org).



WASHINGTON LATIN  
PUBLIC CHARTER SCHOOL  
A Classical Education for the Modern World

## 5<sup>th</sup> Grade World Geography/Literature

Ms. Sarah Senty

EMAIL: [ssenty@latinpcs.org](mailto:ssenty@latinpcs.org)

PHONE: 202-223-1111 ext: 104

### Course Description:

The Geography of OUR world is becoming more important each day. As we look at daily headlines of natural disasters, insufficient resources, and human impact (positive and negative) it is evident that the study of geography has become vital to sustain a healthy planet for future generations. Our Geography class will be structured around a variety of realistic fiction books that will force students into deep discussion and investigations about events, conflicts and predicaments about the past, present and future. It will ask students to explore cultures near and far and how we can be contributing citizens of the local and global community. Through this course students will be able to grasp the five major themes of geography:

1. *Geographic Location*
2. *Geographic Place*
3. *Human Environmental Interaction (HEI)*
4. *Geographic Place*
5. *Geographic Movement*

And improve their literacy skills;

- *Phonics*
- *Fluency*
- *Comprehension*
- *Vocabulary*
- *Research*
- *Argumentative, Narrative, and Expository writing*
- *Summarizing*
- *Analyzing quotes*

**Year Long Questions:** Students will be asked the following questions every unit that we study. The first question will be posted on our classroom wall.

- *How does geography affect the way we, as well as other cultures, live in our world today?*
- *Where in the world is...?*
- *What impact do different cultures have on the world they live in?*

### Text:

- If the World Were a Village by David J. Smith
- The Egypt Game by Zilpha Kealty Snyder (Egypt)
- The Breadwinner by Deborah Ellis (Afghanistan)
- Boys without Names by (India)
- Red Scarf Girl by Ji Li Jiang (China)
- Esperanza Rising by Pam Munoz Ryan (Mexico)
- *South America book TBD*
- Journey to Jo'burg by Beverley Naidoo (South Africa)
- Long Walk to Freedom by Nelson Mandela, abridged by Chris Van Wyk
- Glencoe and National Geographic's: The World and its People (primary textbook-used in class only)

## Materials:

It is important that students come to class prepared on a daily basis ready to learn and with the proper supplies. Students will need to bring a red composition notebook, a red folder with three brass prongs in the middle, pen/pencil, and the literature book that they are currently reading for geography class. Students will be using tape, scissors, and colored pencils on a weekly basis but will not be responsible for bringing them daily (I will supply them when needed).

## Geography Grades:

|           |           |           |        |
|-----------|-----------|-----------|--------|
| A=100-93  | B= 86-83  | C= 76-73  | F=63-0 |
| A-=92-90  | B-= 82-80 | C-= 72-70 |        |
| B+= 89-87 | C+= 79-77 | D= 69-64  |        |

**Tests/Projects/Papers: 30%    Quizzes: 25%    Homework: 25%    Participation 20%**

**Summative Assignments:** Tests, projects and papers will make up 30% of each student's final grade. Tests, projects, and papers will not only be given to students to check comprehension and understanding but to allow them to discover something new and display their knowledge in creative ways. Students will receive a minimum 1-week notice before a project, test, or paper is to be completed.

**Quizzes:** Small quizzes will be given on a weekly basis to test comprehension and understanding. Quizzes will consist of short answer, multiple choice, map skills and vocabulary. Students have the right to retake any quiz that he/she wants within 1 week of getting their result. The two quiz scores will be averaged for a final grade. Quizzes will cover at home and in class readings, notes, class work, and discussion that has taken place during the week.

**Homework:** Homework will be assigned 3-5 times a week in World Geography. Students are expected to complete the homework on time. Although Washington Latin has a "No late homework policy" all homework must be completed, and seen by me. Students will receive a *Free Homework Pass* every quarter that allows them to turn in one of their assignments late without penalty.

**Participation:** Participation is a major part of school and is worth 10 points a day. Students will receive points each day for showing up on time, being in uniform, coming prepared to class (book, pencil, planner, notebook, and folder), completed homework assignment from the night before, and taking part in the "due now." Lastly, it is important that students are active members of our community and in the classroom. Each student is expected to contribute and interact with their peers and teachers in a respectful manner by asking questions and taking part in class discussion.

**RESPECT:** Our goal is to create a classroom environment that allows all children to achieve success. Therefore it is imperative that they respect their teacher, their classmates, and themselves. This includes listening attentively to classmates and the teacher. Students should also respect people's personal space.

**Rules:** Students should come to class READY! Ready means they have all of their materials, they are eager to learn, they are on time, they are in proper dress code and that they have used the restroom, etc. before they come to class. These rules enable the class to run effectively and efficiently as well as give all students the optimal environment in which to learn.

**Help:** If students are struggling in geography at any time in the year they are more than welcome to come in for extra help. Students should set up a time via email or in person. Along with teaching Geography, I am also the assistant coach

of the high schools boy's varsity soccer. The WLPCS soccer team practices every day from 3:30 – 5:30pm Monday through Friday. Therefore, it is best to come in for help in the mornings or to schedule an appointment in advance so I can make

sure that soccer can/will be covered. Academics will take a priority over sports. Additionally, helpful websites will be added to the 5<sup>th</sup> grade geography wiki page.

Email: [ssenty@latinpcs.org](mailto:ssenty@latinpcs.org)

School Phone: 202-223-1111

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**Parent/Guardian and Student Review:**

I have read the following syllabus with my child. I understand the classroom procedures and rules. Any violations of the following rules and/or procedures may result in consequences that are set forth in the school handbook (Demertis). I understand how final grades are figures and what is expected of students when they enter the classroom.

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Preferred Contact: (Name) \_\_\_\_\_

**Please fill out the following and CIRCLE which way you would like to be contacted.**

Phone Number: \_\_\_\_\_

Email: \_\_\_\_\_



## Gratus

### Introduction:

The scope and sequence of a scientific education at Washington Latin consists of an upward spiral. By design, students begin with a survey of the disciplines within a most general definition of "science," proceed to focus on each in appropriate complexity and cultural relevancy across the middle years, and finish by studying with more autonomy and specificity as they approach graduation.

There are two guiding objectives of our fifth grade science education. The first is to provide exposure to the three main fields of scientific study: Physics, Earth and Space Science, and Biology. This means to construct frames for all ideas regarding the material universe in which we seem to exist. The second is to formalize a method of inquiry, the Scientific Method, as well as develop the critical awareness necessary to apply such a method purposefully. It is your privilege to emerge fifth grade as critical thinkers, able to understand, articulate, and defend your thoughts, feelings, and actions regarding the physical and social worlds by which we are all related.

### Course Overview:

Over the next 42 weeks, we will progress from the micro to the macro, then back to a human scale, all the while remaining tethered to the human experience. We will work through the following six units in order: Physics, Method, Space, Earth, Life, Humans. Each unit will incorporate elements of the previous and extend into the subsequent. Each unit will include a history of discovery, as well as contemporary issues and dilemmas. Each unit will include an overview, exploration, investigation, creation, practice and assessment. Activities will include research, independent reading, informational writing, creative writing, demonstrations, labs, worksheets, projects of many descriptions, and games. Some will include oral presentations, guest speakers, and/or field trips. Students will be exposed to standard lab equipment and unit-specific samples of common and uncommon materials; the **will not** be exposed to hazardous materials or extreme temperatures without your individual, expressed consent. Students will use their WLPCS email, the Google Drive suite, Latin's Wiki, other select websites and tools, MacBooks, iPads, our own weather station, their minds and hands. To enrich the course and promote the mission of Washington Latin, interdisciplinary activities involving all of the fifth grade courses will be planned throughout the year.

### Texts:

Several books will be utilized during the course. These texts will be used in class and issued to take home as needed. You will be responsible for maintaining the book and any texts in usable condition.

### Supplies:

(1) Blue, spiral, two-subject notebook, (1) blue, two-pocket folder with prongs, and (1) metric ruler. Other supplies, including writing utensils, highlighters, loose-leaf paper, scissors and glue, will also be used.

### Course Website:

Homework assignments, general course information, and enrichment materials will be posted for your review on the school website's wiki, <http://wlpcsmiddleschool.wikispaces.com/Skoblar>

## Assessment and Evaluation

### Grade Weights:

- Homework: 10%
- Participation: 15%
- Classwork and Lab Reports: 25%
- Quizzes: 25%
- Tests and Projects: 25%

Note: The table above is the template on which the final grade calculations will be based. The instructor reserves the right to consider other factors such as improvement, effort, and extenuating circumstances when determining the course grade.

### Homework:

Science homework will be given as beneficial to a particular lesson and schedule. The homework provides an opportunity for in-depth thought and is also the basis of class discussions and introductory activities. These assignments are typically graded on completion rather than accuracy. Incomplete or inadequate work (i.e. unanswered questions, responses that obviously lack effort) will be considered missing until complete and adequate.

### Quizzes:

There will be roughly biweekly quizzes, or formal formative assessments, throughout the year. Quizzes are short and aid in reviewing skills and information presented in class. Students will be responsible for utilizing review opportunities and resources for understanding the material on the quizzes. Please notify me during or outside class, if you have any questions or if you feel that a topic should be clarified. Science courses tend to build on basic concepts. It is easiest and most effective to keep up than to catch up.

### Tests and Projects:

Each unit will consist of variously small and large projects and one summative exam. The tests and projects will require students to use skills and content knowledge obtained primarily from that unit. Tests will consist of appropriate problem solving exercises, short answer questions, and limited multiple choice questions. Project grades will be based upon the individual criteria of the project, which students will receive at the beginning of each assignment.

### Science Fair:

The 5<sup>th</sup> and 6<sup>th</sup> Grade Washington Latin Science Fair will be held early in the third quarter, though we will begin the process early in the second quarter. Participation is required, and consists of incremental, preparatory assignments, as well as a final product, the Presentation. Projects are to be done independently or in small groups from the same class sections. As well, they are to be completed primarily at home. As students coming to Latin have varying degrees of science fair experience, each step of the process – from picking a project to creating a presentation board – will be covered in detail in class. In addition, preparation for the fair may include the 5<sup>th</sup> grade Math and English classes, as well as assistance from the Technology and Library teams. More information regarding this event will be provided in November.

### Participation:

Participation plays a vital role in class discussions, the comprehension of lab activities, and the overall satisfaction of everyone involved in the course. Preparedness and involvement are all taken into account in terms of class participation. Science journals will be checked intermittently, and daily preparedness, contribution, and distraction will be calculated into overall grades. Soft skills are a critical element of effectiveness/success in any profession, even in laboratories.

### Class Expectations

#### Understand:

Understanding is much more than thinking that one knows. Understanding is an awareness that one thinks and feels some way about some issue, and that one desires to know. That awareness and desire come together to motivate a student to learn, to make meaning of truths which exist outside of ourselves. **Be aware, always, that you are constructing the world around you.**

#### Articulate:

In order to make meaning effectively, one must give form to her or his thoughts and feelings. In its simplest form, this means asking [appropriate and relevant] questions. In the sciences especially, this results in identifying patterns. To be useful, the summary of one's inquiry must be formalized and published, always verbally, often visually. **Be clear and purposeful, always, in your communications.**

#### Defend:

In the sciences, truth is established by consensus, which means believing and convincing others that you have proven your understanding beyond any reasonable doubt. Once you have recognized your curiosity, answered your questions, and published your answers, expect the challenges of other understandings. **Believe, always, in your work.**

### Administrative Policies

#### Restroom:

We encourage students to use the restrooms in between classes. If a student has a personal/medical issue that may conflict with this policy, the parent should submit this concern in writing to the student's advisor.

#### Formatting:

All work submitted in class should include a heading. The following information should appear in the upper, right corner of every assignment (unless otherwise labeled).

|  |  |
|--|--|
|  | [student name, first and last]<br>[date]<br>[period] |
|--|--|

#### Example:

|  |  |
|--|--|
|  | Jeffy Skoblar<br>2015.08.28<br>Falcons |
|--|--|

If there is no heading by which to identify the author, no credit will be issued for the assignment. Assignments with no name will be posted in the classroom. If the student is able to identify their work, they may write their heading on the assignment and submit it for credit. However, that assignment will be considered late..

#### Late Assignments:

**Homework:** The point of daily homework is to advance a student's learning through independent practice and/or exploration. Homework and classwork are often intertwined and homework provides the catalyst for a day's lesson. We will therefore not accept late homework; students who turn in completed homework on the day it is due (the degree of completion being the province of the teacher) will receive full credit; students who fail to turn in homework on the day it is due will not receive any credit for that daily assignment. Individual teachers may grant exceptions to this policy at their discretion.

**Long-Term Projects:** Because we take seriously our responsibility to teach students how to manage their time and plan for a long term project, we take a different approach with anything that requires more than one or two days to complete. Students who complete a long-term project are eligible to receive full credit; students who hand in a long-term project one day late can receive no better than a B, and students who turn in a long-term project two days late can receive no better than a C. At the end of the two-day period, teachers may decide to give students partial credit for the work they have done on a project or they may decide to give a student a failing grade. Individual teachers may grant exceptions to this policy at their discretion.

#### Code of Conduct:

We ask that you review the WLPCS Family Handbook, Code of Conduct section regarding the attendance policy. Good attendance is necessary to do well in this and all other courses. Students absent from class are responsible for homework, quizzes, and tests/projects and must make arrangements to make up any missed work upon their return. Following the WLPCS homework policy, homework assignments will not be accepted late while projects will be accepted up five days late for partial credit.

Although we hope all of our students follow the rules meet our class expectations, there is a system in place that provides disciplinary consequences in the event that violations of the school rules and policies occur. Again, we encourage you to review these guidelines and consequences found in the handbook. Rules will be strictly enforced.

Just as there are consequences for violations, there will be rewards for those who exemplify the mission of WLPCS and strive to meet and exceed class expectations. Should you have any questions or concerns regarding the Code of Conduct, please see your Advisory or contact me via email at [jskoblar@latinpcs.org](mailto:jskoblar@latinpcs.org).

# Recess Rules

1. Use only positive, respectful language.
2. Respond and follow all adult signals and directions immediately.
3. Stay in the designated play zones.
4. Respect the recess grounds and equipment.
5. Do not endanger the safety of yourself or others.

## Recess Contract

I, \_\_\_\_\_, know that recess is a privilege. I agree to follow the recess rules and understand that I may lose the privilege of recess if I fail to follow the rules.

*Student Signature:* \_\_\_\_\_

As a parent, I, \_\_\_\_\_, have reviewed and discussed the importance of these rules with my student. I understand that these rules exist to keep my student and others safe. I understand that if my student does not follow these guidelines, I will be contacted during the day, and I will work with the Dean of Students resolve any issues.

The best number to reach me from 11:20 am to 12:40pm is

\_\_\_\_\_.

*Parent Signature:* \_\_\_\_\_

**5<sup>th</sup> Grade Syllabi  
2015– 2016**

**Please sign and date the following, then detach and return this sheet to your advisor.**

My student and I have read and discussed the syllabi. We understand what supplies we are expected to have, the grading rubric, and the administrative policies of all classes. We will take care to treat the assigned texts with the proper respect. We understand that if a textbook that is not returned in usable order that we will be financially responsible for the full replacement of the item.

Print Student Name \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Print Parent/Legal Guardian Name \_\_\_\_\_

Parent/Legal Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

**Questionnaire:**

Preferred contact (name and relationship) \_\_\_\_\_

Preferred method of communication (please circle):    phone        email

Best time of day to call: \_\_\_\_\_

Do you and your student have regular access to the internet? \_\_\_\_\_